

Class Facilitator's Guide for

Walk in Love



BECOMING AN IMITATOR OF GOD

"And walk in love, as Christ loved us and gave himself up for us..."
--Ephesians 5:2a (ESV)

Book 2 of The Walk Series

Introduction



Walking the Path from Lost to Leading

Hi! Welcome to the interactive “Walk from Lost to Leading” discipleship studies from Good Soil Evangelism & Discipleship. The Walk Series, available at www.GoodSoil.com, is for one-on-one or small group disciple-making. What you are working with is part of the same curriculum in a different format to teach in larger groups such as Sunday School classes or Bible Study groups. This **Walk in Love** curriculum is made up of 6 sessions:

Session 1: Unity!

Session 2: Gifts! (Part 1)

Session 3: Gifts! (Part 2)

Session 4: Gifts! (Part 3)

Session 5: Worship!

Session 6: Relationships!

Session 7: Reaching!

Session 8: One Another! (Part 1)

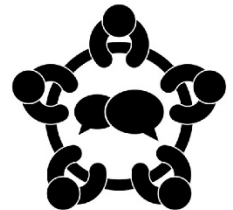
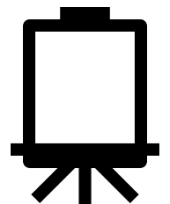
Session 9: One Another! (Part 2)

As you prepare to teach each session, read through the Guide, and run through the Power Point slides to get an overview of what you will be covering. When a slide has several “revelations,” you will need to click to show each one. Clicks within a slide are shown by this symbol: *. Then, go back and **study** each of the Bible passages and individual verses that are covered in this session. Do this so that *you know the passages well and allow them to affect your life before you attempt to teach them to others.*

Some sessions have matching activities or a *midrash* to learn and share. In those cases, be sure you work with the extra materials ahead of time and have them on hand for the class.

When doing any kind of an activity in which the participants are making a list or ‘mining’ something from the Bible passage, think through how you want them to actually do the activity.

1. Flip charts are so helpful for those types of activities. Consider having them on hand along with thick, dark-colored markers.
2. Many people are shy to share in a large group but are more comfortable sharing in groups of 4-7 people. Having participants share thoughts, opinions, and/or feelings in small groups first is much more effective. People are more likely to share, but you will also get more and *better* answers. Why? Because the ones who *won't* share in a large group *will* share their insights in the smaller group—and many times those answers are insightful—answers that wouldn't have been shared if not shared first in a small group!
3. When small groups report to the larger group, do not have them share all their answers/thoughts at once. Say, “Give me one of your answers, Table One,” and then move to another table and do the same. This gives all an opportunity to give new answers, is encouraging, and less boring.
4. Keep track of the time, and do not let an activity go too long. When you bring the small groups back, be sure to get their attention before you begin to say anything significant. Otherwise, they will miss what you are saying. Also, if you send the groups to do an activity and forget something or want to add anything—do not ‘talk over their work.’ People won't hear you and will either be frustrated or just not pay any attention. Say, “Excuse me. Forgive me for interrupting.” Then stop until they are listening. Then share what you wanted to say and send them back to work.
5. In each lesson, the instructions for what you, as the teacher, might say at any given time in the class will be in quotes. Extra instructions for you, the teacher, will be given in italics.
6. Begin to look through the material, and do your Bible study early in the week, and be sure to visit the material several times throughout the week. This allows the



Scripture and the concepts to become part of you, and you will be able to share it more effectively.

7. We've provided a PowerPoint presentation to accompany each lesson. Be sure to download the PowerPoint for each lesson early in your preparation. Practicing with it is vital for a good, smooth-running lesson. Follow this Class Facilitator's Guide and click through the slides several times. You will see that some clicks will relate more directly to the next slide while others will reveal more material. When there are several clicks on one slide, we have tried to indicate each one with *. You will want to be very familiar with what is there and what will be coming up next as you teach.
8. Be sure to pray before, during, and after your study and prep time. You want God to be speaking through you to the class. God has promised that . . .



“For as the rain and the snow come down from heaven and do not return there but water the earth, making it bring forth and sprout, giving seed to the sower and bread to the eater, ¹¹so shall my word be that goes out from my mouth; it shall not return to me empty, but it shall accomplish that which I purpose, and shall succeed in the thing for which I sent it.

Isaiah 55:10-11

In the Walk Series (one-on-one disciple-making curriculum), time is spent on three areas:

1. Accountability
2. Bible Study
3. Evangelism & Discipleship Skills

In this group curriculum, the accountability section might be considered ‘accountability lite’ since it is much more difficult to practice good accountability in a large group setting. Also, in this particular curriculum, we are making the E&D part an ‘Evangelism & Discipleship Awareness section,’ principally because of a lack of time in a regular Sunday School time frame. If your group needs to develop their evangelism skills, we would be glad to talk with you and share about our Good Soil Evangelism & Discipleship training. Or go online at www.GoodSoil.com/training to learn more about attending a training event in Harrisburg, PA, or hosting an event in your church or town.

We are praying for God to allow you to influence your disciples as you walk through this material. May God use you uniquely, and may He multiply disciples through your ministry.

Lesson 1—Unity!

Materials needed: Walk in Love PowerPoint,
Lesson 1—Unity! Worksheet

Objectives:

- To learn how to “Walk in Love” as Jesus loved us and gave Himself up for us.
- To see how believers in the early church loved others and seek to imitate them.
- To follow the example of the early church and strive for unity in our church and in the Church which is His Body since this is *part of the outworking of love.*

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.

Slide 2. “Who would like to start of the group by quoting memory verse, Galatians 5:25-26?” *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

Slide 3. “Someone read Ephesians 5:1-2 for us, please.” Who is our example of walking in love?” (*Allow for answers.*) * Jesus.
* Let’s watch for followers of Jesus who also walk in love.”

Slide 4. “Can anyone remember a song, a poem, or statement about love?” *Thank all who share and comment appropriately. (This may be difficult for most to come up with).* * “Love is something no one can touch, but love touches everyone. What do you think of the poet’s thoughts about love?” *Allow for responses.* “That same poet also put another twist on it: ‘God is Someone no one can touch, but God touches everyone.’ We might have to ponder whether this poem is theologically correct, but it is interesting to think about.”

Slide 5. “Read Acts 1 & 2 as Table Groups and answer the three questions.” * * * *Give five minutes for this if they are participating well. Listen when the level of talking lowers and then debrief.*

Slide 6. *Introduce the idea of unity, and read the statements on this slide.*

1★

Walk in Love

2

Review Galatians 5:25-26



"If we live by the Spirit, let us also keep in step with the Spirit. Let us not become conceited, provoking one another, envying one another."


3★

Read Ephesians 5:1-2.

Who is our example of walking in love?

Jesus.

Let's watch for followers of Jesus who walk in love, also.



4★

Can anyone remember a song, poem, or a statement about love?

Love is something
No one can touch
But Love touches
Everyone.



5★

Read Acts 1 & 2
(attention to 1:14 & 2:41-47).

What does this passage tell us?

How should I respond to God?

How should I change the way I relate to people?



6★

In Ephesians, we have already been talking about how we should walk as opposed to how we should not walk.

This story, in the book of Acts, emphasizes the fact that the people walked in unity.



Slide 7. “Now let’s read Ephesians 4:1-6.” * “There’s our exhortation to walk worthy of our calling.” * “What does this passage tell us?”

Slide 8. “According to verses 2 and 3, what is part of a worthy walk?” *Allow for open-ended, real responses. Then, ask the question again, and show the words from the verse one at a time slowly, allowing the gravity of the words to sink in.* * “Humility.” * “Gentleness.” * “Patience.” * “Bearing w/one another in Love.” * “Eager to maintain the unity of the Spirit in the bond of peace.” “Our ‘worthy walk’ should be characterized by humility, gentleness, patience, bearing w/one another in love, and an eagerness to maintain unity of the Spirit in the bond of peace.” *Some may want to comment again. Allow for that.*

Slide 9. *Get students up and to their flipcharts. Give the task of using the “ones” of Ephesians 4:4-6 to make a diagram or sketch which would illustrate the content of those verses and their relationship to each other. Allow several minutes and play some peppy (no words!) music while they are working. (For more on the type of music to play, how loud, and when to play it in training situations, attend [Moving Beyond Lecture](#). Check it out by clicking on the link.) Ask groups to show their artwork with short explanations, if desired.*

Slide 10. “The early church was unified.” *Wrap up the session and apply what you’ve learned.* * “We are exhorted to maintain the unity of the Spirit in the bond of peace.” * “What practical steps can you take to walk in unity with people in your church?” *Don’t skimp on time to answer the question.* * “In the Body of Christ outside your church?” “Seek to take some real-life-steps-I-can-take-today home with you and your students.”

Slide 11. *Challenge the class to keep memorizing this week, adding verse three to Ephesians 4:1-2 which you memorized earlier in the Walk Worthy sessions. If your class did not do Walk Worthy, challenge those who will accept the challenge to memorize all three verses this week!*

Ephesians 4:3

“Eager to maintain the unity of the Spirit in the bond of peace.” (ESV)

7
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Read Ephesians 4:1-6.

There's our exhortation to walk worthy of our calling.

What does this passage tell us?

8
★

According to verses 2 and 3, what is part of a worthy walk?

Humility
Gentleness
Patience
Bearing with one another in love
Eager to maintain the unity of the Spirit in the bond of peace.

9
★

Play around a bit with the 7 “ones” in Eph 4:4-6 and see if you can make a diagram or sketch which would illustrate the content of those verses.

(Use the back of your worksheet or draw on a flipchart)

10
★

The early church was unified.

We are exhorted to maintain the unity of the Spirit in the bond of peace.

What practical steps can you take to walk in unity with people in your church?

In the Body of Christ outside your church?

11

Ephesians 4:1-2:3

I therefore, a prisoner for the Lord, urge you to walk in a manner worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love . . . eager to maintain the unity of the Spirit in the bond of peace.

Lesson 2—Gifts! (Part 1)

Materials needed: Walk in Love PowerPoint, E&D Cards, Session 2—Gifts! (Part 1) Worksheet

Objectives:

- To learn the purpose of spiritual gifts.
- To learn what spiritual gifts are.
- To practice spiritual gifts and ask colleagues about how God has used me in their lives (so I can determine my God-given giftedness).

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.




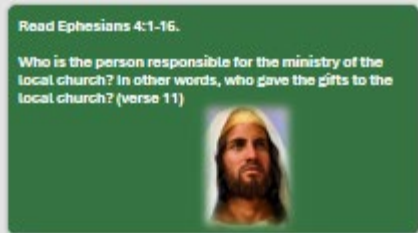



Slide 2. Lead the class in reciting the memory verse(s) for today (Ephesians 4:1-3). * “Can you quote verses 1-3?”

Slide 3. Ask, “What was your favorite birthday or Christmas gift as a child?” Allow for several answers. * “What about as an adult? Tell us your favorite gift and why.”

Slide 4. “Someone please read Ephesians 4:1-16. “Who is the person responsible for the ministry of the local church? In other words, who gave the gifts to the local church?” Allow time for answers. * “Of course, the answer is the answer to every Sunday School question ever asked, right? Jesus! (Especially verse 7 & 11.)

Slides 5 through 9. Lead students in studying the graph on their worksheets and on the screen. This is the first of three graphs that should help us understand this passage.

Slide 5. Give time for the class to study the graph as table groups and come up with statements they would use to explain the graph to someone. Allow several minutes and have the groups record their statements on flipcharts or paper at their tables. Debrief their work asking for one statement at a time from each group.

- 1
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Walk in Love
- 2
★
Review Ephesians 4:3

... eager to maintain the unity of the Spirit in the bond of peace.
(Can you say verses 1-3?)
- 3
★
What was your favorite birthday or Christmas gift as a child?

As an adult?

- 4
★
Read Ephesians 4:1-16.
Who is the person responsible for the ministry of the local church? In other words, who gave the gifts to the local church? (verse 11)

- 5
★
Study the graphic; see if you can explain it to your group.

The three categories of gifts were given by Jesus to the church.
- 6
★
Study the graphic; see if you can explain it to your group.

Apostles and prophets were given to the Universal Church to establish it in the beginning; to lay the foundation.

Acknowledge and affirm each statement. If what they share is hard to understand, ask for clarification.

After you've exhausted the explanations from the table groups, click through **Slides 5 through 9** to show some possible answers and see how they line up with what the groups shared. This will affirm their work and function as a review or solidification of the concepts.

If you would like to introduce these answers humorously, you could say, "Now, several theologians were given the task you just completed. We're going to look at their answers now. Let's see how we did!" As you look at each answer, allow for comments and interaction with them. Give any explanations you deem necessary as well.

Slide 10. "Why were the gifts of men given? Or in other words, what was the purpose in giving them?" Allow people to respond before showing the answer. * If the answers given match the answer on the screen, affirm them! Point out that the passage is clear about equipping the saints to do the work of the ministry. * "Pastors are not to do all the ministry, but to equip the members to do so."


Slide 11. "Now that we've looked at the text and grappled with the graphic to gain an understanding of God's giving of gifts of men to the Universal Church (the Church which is His Body), let's bring it down to the Local Church level . . . the **personnel** and the **process** might look something like this graphic." (If participants don't notice, these are words that need to be filled in at the bottom of the front page of their worksheet.) Ask table groups to explain to each other how they understand to be the meaning of the graphic by explaining the function of each arrow or set of arrows on the graph. * Debrief.

Slide 12. "Based on what we've read here (in verses 12-13), what is the **purpose** of the ministry?" Allow for answers, then * show the answer on the screen. Hopefully, you can say, "Right! The building up of the body—its multi-faceted growth. That's why the pastor-teachers are to equip the body—so that it will grow!"

7

★

Study the graphic; see if you can explain it to your group.




Pastor-teachers are given to individual local churches, and . . .

8

★

Study the graphic; see if you can explain it to your group.




. . . evangelists are given to local churches to help build the churches and to eventually be sent out to start new churches.

9

★

Study the graphic; see if you can explain it to your group.



Evangelists could be considered what we call missionaries today.


10

★

Why were the gifts of men given (what was the purpose in giving them)?


To equip the saints (believers who are part of the church) to do the work of the ministry.

They are not to do all the ministry, but to equip the church members to do the work of the ministry. (Ephesians 4:12a)



11

★




At your table, explain to each other what you understand to be the meaning of the graphic. (Be sure to explain the function of each arrow.)

So, the personnel and the process might look something like this graphic.

12

★



What is the purpose of the ministry?

The building up of the body—its multi-faceted growth. (Ephesians 4:12b-13)

Slide 13. “You may have noticed that in each of these questions,
 * a key word that starts with the letter ‘p’ shows up. Sometimes that helps people remember concepts. What were those words?”
(personnel, process, purpose) * “Next time we meet, we’ll deal with the **practicality** of the ministry.”

Slide 14. “But for now, the personality of the ministry needs to be noted: ME!” * “Someone please read this paragraph aloud.”
 * “I will read the next slides slowly while walking through the graphic.”

Walk through **Slides 15 to 19** slowly while reading the text that comes up and pausing for emphasis. “Before I start reading, I want to encourage you to stop me and ask questions or give comments if you deem necessary for understanding. *

Slide 15. “And He (Jesus) gave . . .”

Slide 16. “the apostles,
 the prophets,
 the evangelists,
 the shepherd-teachers . . .”

Slide 17. “to equip the saints . . .”

Slide 18. “for the work of service . . .”

13
★

You may have noticed that in each of these questions, a key word that starts with the letter 'p' shows up. Sometimes that helps people remember concepts.

Next time we meet, we'll deal with the **practicality** of the ministry.

14
★

But for now, the **personality** of the ministry needs to be noted: ME!

Every one of us needs to be involved in the ministry of the church. The graphic illustrating 4:13-16 shows that the gifts of pastor-teachers are given to equip **us**, the church, to do the work of the ministry.

Read the verses slowly while walking thru the graphic.

15
★

And he (Jesus) gave . . .

16
★

And he (Jesus) gave the apostles, the prophets, the evangelists, the shepherd-teachers . . .

17
★

...to equip the saints . . .

18
★

...for the work of service . . .

Slide 19. “. . . (building up the body of Christ.)”

After you finish and have **Slide 19** still showing, stop and ask if there are any questions. “Do we all understand the verses and the graphic? Make sense?”

Allow time for discussion and interaction. “It’s clear that normal, average church members **are to be involved in the ministry** of the church, having been equipped by the pastors. But are we?”

Walk through **Slides 20 to 34**, slowly, deliberately, allowing people to read (follow along with you as you read) the stories and grasp the weight of their message.

Slide 20. “The following two anonymous stories illustrate well what should happen in the church but often doesn’t.”

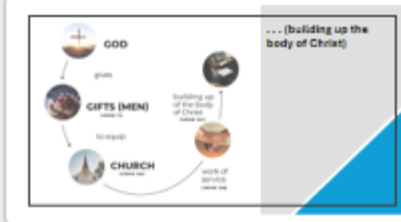
Slide 21. “There was an important job to be done, and **Everybody** was sure that **Somebody** would do it.”

Slide 22. “**Anybody** could have done it, but **Nobody** did it.”

Slide 23. “**Somebody** got angry because it was **Everybody’s** job.”

Slide 24. “**Everybody** thought that **Anybody** could do it.”

19 ★



... (building up the body of Christ)

20

The following two anonymous stories illustrate well what should happen in the church but often doesn't.

21

There was an important job to be done, and Everybody was sure that Somebody would do it.

22

There was an important job to be done, and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it.

23

There was an important job to be done, and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry because it was Everybody's job.

24

There was an important job to be done, and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry because it was Everybody's job. Everybody thought that Anybody could do it.

Slide 25. “But **Nobody** realized that **Everybody** wouldn’t do it.”

Slide 26. “It ended up that **Everybody** blamed **Somebody** . . .”

Slide 27. “. . . when **Nobody** did what **Anybody** could have done.”

Slide 28. “So, who did it?”

Slide 29. “Nobody!”
* “it’s Me!”

Slide 30. “Does that sound familiar?” * “Instead, **this** should be our attitude:”

Slide 31. “I am only one.”

Slide 32. “But I am one.”

Slide 33. “I can’t do everything— but I can do something.

Slide 34. “And because I can’t do everything, I won’t refuse to do the something I can do.” * “it’s Me!”

Slide 35. *Wrap up and challenge the class to say,*
* “I can do the work of the ministry!”

Slide 36. “This week’s memory verse:
1 Corinthians 13:1”


Consider giving a prize to everyone who can quote the verse next week.

25 There was an important job to be done, and Everybody was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry because it was Everybody's job. Everybody thought that **Anybody** could do it. But **Nobody** realized that **Everybody** wouldn't do it.

26 There was an important job to be done, and Everybody was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry because it was Everybody's job. Everybody thought that **Anybody** could do it. But **Nobody** realized that **Everybody** wouldn't do it. It ended up that **Everybody** blamed **Somebody**.

27 There was an important job to be done, and Everybody was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry because it was Everybody's job. Everybody thought that **Anybody** could do it. But **Nobody** realized that **Everybody** wouldn't do it. It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done.

28 There was an important job to be done, and Everybody was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry because it was Everybody's job. Everybody thought that **Anybody** could do it. But **Nobody** realized that **Everybody** wouldn't do it. It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done. So, who did it?

29 ★ There was an important job to be done, and Everybody was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry because it was Everybody's job. Everybody thought that **Anybody** could do it. But **Nobody** realized that **Everybody** wouldn't do it. It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done. So, who did it? Nobody! 


30 ★ Does that sound familiar?
Instead, **this** should be our attitude.

31 Does that sound familiar?
Instead, **this** should be our attitude.
I am only one.

32 Does that sound familiar?
Instead, **this** should be our attitude.
I am only one.
But I am one.

33 Does that sound familiar?
Instead, **this** should be our attitude.
I am only one.
But I am one. I can't do everything—but I can do something.

34 ★ Does that sound familiar?
Instead, **this** should be our attitude.
I am only one.
But I am one. I can't do everything—but I can do something.
And because I can't do everything, I won't refuse to do the something I can do. 

35 ★ What is exciting is that God not only gives the Church pastors-teachers to equip us, but He also gives each of us individually gifts to help us do the ministry to which He has called us. We'll look at those gifts next time . . . 
I can do what I can do.

36 
If I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal.
1 Corinthians 13:1

Lesson 3—Gifts! (Part 2)

Materials needed: Walk in Love PowerPoint,
Session 3—Gifts! (Part 2) Worksheet

Objectives:

- To learn the purpose of spiritual gifts.
- To learn what spiritual gifts are.
- To practice spiritual gifts and ask colleagues about how God has used me in their lives (so I can determine my God-given giftedness).

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.

Slide 2. After prayer time, lead the class in reviewing 1 Cor. 13:1.

Slide 3. “Last time, we looked at Ephesians 4 as we learned about spiritual gifts. Four passages deal with gifts in the NT— * two 4s and two 12s. Here are the passages: * Ephesians 4, 1 Peter 4, Romans 12, and 1 Corinthians 12.”

Slide 4. “While the principal message of Ephesians 4 is that . . .”
reading the paragraph on the slide. Review the graphic from last week as well, which is showing on the slide.

Slide 5 . . . *and read the paragraph there. By reading the text, you are allowing them to hear and see what they are learning or reviewing at the same time. This encourages learning. It is also very helpful for people in your class who might be hard of hearing.*

Slide 6. Review what was learned last week about . . .

OBSERVATION asks: What does the text we’re studying say?

INTERPRETATION asks: What does the text we’re studying mean?

APPLICATION asks: How should I respond to God or change the way I relate to people based on this text?

. . . and let the class know you will be applying these principles today.


1 ★

03

Gifts!
Part 2

2

1 Corinthians 13:1




IF I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal.

3 ★


Last time, we looked at Ephesians 4 as we learned about spiritual gifts. Four passages deal with gifts in the NT—two 4s and two 12s—

Ephesians 4
1 Peter 4
Romans 12
1 Corinthians 12




4

While the principal message of Ephesians 4 is that God gave gifts of men to the Church to minister spiritually **lead the men were gifted in certain ways**, the other passages inform about individual spiritual gifts given to people so they can minister.



5

Remember, the gifts of men were given to **equip** the saints to do the work of the ministry. The saints also receive **spiritual gifts** to be used in ministering. Let's talk about those gifts.




6 ★

We will use the Observation, Interpretation, Application method.
We will observe, interpret, and apply the passages.

In your table groups, read 1 Peter 4:8-11.

Make as many observations as you can about verses 10 and 11.



With **Slide 6**, you have sent them to work in groups to make observations about verses 10 & 11. Using **Slide 7**, without any answers showing, begin to debrief their work. Only take one response per table group at a time, allowing for all groups to give answers and always thank participants for what they shared. Then, say something like, “Here are some observations. Let’s see how we did.” * * * * * “Did we have some of the same observations?” As you move through the answers on the screen, allow for interaction, especially if there are questions or doubts about what they are seeing.

Slide 8. “Remember, we are in the interpretation phase, and we are trying to determine what the story or text meant to its original audience first, and **then** try to determine what it means for us—how is this text speaking to us?” Allow for answers.

Slide 9. “Let’s look at Romans 12:1-8 and 1 Corinthians 12:1-31 to see the spiritual gift lists.” After reading, ask them to make some observations. Depending on the time you have available, you could have each group make observations of Romans 12 first, then debrief, then move on to the other passages one at a time. If you do this, show **Slide 10** with only the reference showing while the observations are being made. Then, after debriefing the groups, show the observations listed on this slide. Do the same with **Slides 11 and 12** and the other passages. However, you could assign different passages to the table groups and have them making their observations of different passages at the same time. Then, have the table groups report what they learned starting with Romans 12 and moving to the other groups/passages. In this way, participants can listen to the observations of the other groups and take notes and **Slides 10 – 12** can be used after the debrief as a review of the participants’ observations, but also to be sure that these significant observations are shared with the class. Again, allow discussion and interaction over the observations as they are shared. Spend time on these to make sure the participants are making this content “their own.”

7
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Verse 10

- “Each” receives a gift—they are for everyone.
- To be used to serve others.
- We need to be good stewards of what we’ve given.
- Apparently, the gifts are “varied”—several different gifts.


Verse 11

- Two categories of gifts—Speaking & Serving gifts.
- Gifts are to be used according to the grace and strength which God gives.
- Gifts are for serving others, but so that God will be glorified through Jesus Christ, the gift giver.

8
★

Based on your observations, make some interpretations. In other words, what does this mean for you?


9

Let’s look at Romans 12:1-8 and 1 Corinthians 12:1-31 to see the spiritual gift lists.
Make some observations about the passages.


10
★

Romans 12:1-8

- Before the gifts are mentioned, there is an appeal to present our bodies to God as a living sacrifice. We should be in the Word which will renew/transform our minds and thus, able to discern God’s will. (Romans 12:1-2)
- Before the gifts are listed, the Romans are challenged not to think too much of themselves. (Romans 12:3)
- The church is compared to a body with many different members. (Romans 12:4)
- The gifts given are different, just as members of a body are different. (Romans 12:5)
- Several gifts are listed. (Romans 12:6-8)

11
★

1 Corinthians 12

- As in 1 Peter 4, *varieties* of gifts—but it is the *same Spirit* (God) that gives the gifts and empowers people to serve (v 4-6) as He wills (v. 11).
- Service is mentioned again as in Romans and 1 Peter. (1 Cor. 12:5)
- Every church member receives at least one gift. (1 Cor. 12:6-7)
- The purpose of the gifts (manifestation—v 7) is “for the common good” (compare to the purpose of serving others in 1 Peter).

12
★

1 Corinthians 12

- Several are listed (very few are the same as in Romans). However, “utterance of wisdom and/or knowledge” could be associated w/ teaching and/or exhortation. (1 Cor. 12:8-10)
- The Body is again the metaphor. (1 Corinthians 12:12-31)
- Examples are given showing the *diversity* (and equality?) of the members of the Body. (1 Corinthians 12:14-20)
- Verses 21 to 31 appear to be teaching that one gift or gifted person is not necessarily more important or special than another.

Slide 13. “Turn over your worksheets, please. Now, someone please read the statement on the slide *(or from the top of the back of the worksheet)*: “1 Corinthians 12 ends with a “cliff hanger.” * What is this more excellent way of which Paul is talking in verse 31? * *Then you, the facilitator can read . . .* “(We’ll deal with that next time.)”

Slide 14. “But for now, let’s look at the final gifts passage and place the gifts named in the other passages under the categories we find in 1 Peter 4:11. * Speaking Gifts * and Serving Gifts.” *Using their worksheets, have participants find the named gifts and list them under the headings of **Speaking Gifts** and **Serving Gifts**. Then use Slide 14 to confirm them.* * * * * *


Slide 15. “What are some practical steps you might take now that you’ve learned about the gifts? This will be our application step of our study. Think about this and write some steps **you** might take now on your sheet.”

Slide 16. *For next week, encourage the class to memorize:*

1 Corinthians 13:2

“If I have the gift of prophecy and know all mysteries and all knowledge; and if I have all faith, so as to remove mountains, but don’t have love, I am nothing.” (ESV)

13
★

1 Corinthians 12 ends with a “cliff hanger.”

What is this more excellent way of which Paul is talking in verse 31?

(We’ll deal with that next time.)


14
★

But for now, let’s look at the final gifts passage (1 Peter 4:10-11) and place the gifts under the two categories given in 1 Peter 4:11.


Speaking Gifts
Prophecy
Teaching
Exhortation
Utterance of Wisdom/Knowledge
Speaking in Tongues
Interpretation of Tongues

Serving Gifts
Serving
Contributing/Generosity
Leading
Mercy
Faith
Gifts of Healing
Working of Miracles
Administration

15

What are some practical steps (application) you might take now that you’ve learned about the gifts?


16

1 Corinthians 13:2

If I have the gift of prophecy and know all mysteries and all knowledge; and if I have all faith, so as to remove mountains, but don’t have love, I am nothing.

Lesson 4—Gifts! Part 3

Materials needed: Walk in Love Session 4 Gifts! (Part 3)

PowerPoint, Session 4—Gifts! (Part 3) Worksheet

Objectives:

- To learn the purpose of spiritual gifts.
- To learn what spiritual gifts are.
- To practice spiritual gifts and ask colleagues about how God has used us in their lives (so we, individuals, can determine our God-given giftedness).

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.

Slide 2. After prayer time, lead the class in reviewing 1 Cor. 13:2.

Slide 3. Introduce the lesson for today by reading or having a volunteer read the first paragraph. Then read the next sentence.

* “That **way** is developed and illustrated in Chapter 13.”

Slide 4. “As a table group, read 1 Corinthians 13 and answer these questions: * What is the main point of verses 1-3?” * Write a summary statement for verses 4-8a. * What is the main point of verses 8b-13? * What is most important? (How should you use your gift?)” After giving them several minutes, debrief by asking for the answers to the questions one at a time. Encourage discussion. Only show next click after they’ve given answers. * “In Love!”

Slide 5. Read the first paragraph. Then ask the question, * “When would they be done away with?” Allow for an answer before showing the next line, * “When what is complete comes.” Thank participants for any answers and confirm if anyone gives ‘When what is complete comes.’ “But what is that? What is ‘what is complete?’”

Slide 6. “The Greek word, τέλειος (*teleios* “perfect” in ESV and “complete” in NIV) means ‘something brought to completion, fully accomplished, fully developed, or thorough; complete, entire.’ Paul has been talking about prophecy, tongues, and knowledge that are partial. Now he is saying that when something that is perfect or complete in that area (revelation from God) comes, the partial will pass away!”

1 ★

04
Gifts!
Part 3

2

1 Corinthians 13:2

And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but have not love, I am nothing.

3 ★

Recently, we looked at 1 Peter 4, Romans 12, and 1 Corinthians 12 and saw what they teach about spiritual gifts. As Paul finished Chapter 12 in 1 Corinthians, he said that there is a “more excellent way” in verse 31.

That way is developed and illustrated in Chapter 13.

GOD
gives
GIFTS (MEN)
to build up
the body
of Christ
to make
the work of
ministry
more real

4 ★

Read 1 Corinthians 13. Then respond.

What is the main point of verses 1-3?

Write a summary statement for verses 4-8a.

What is the main point of verses 8b-13?

What is most important?
(How should you use your gift?) **In Love!**

5 ★

It is very clear from 1 Corinthians 13:8-10, that prophecies, tongues, and knowledge will pass away because they were (at the time of Paul’s writing) partial (v.9).

When would they be done away with? (v. 10)

“When what is complete comes.”

6 ★

The word τέλειος (“perfect” in ESV and “complete” in NIV) means “something brought to completion, fully accomplished, fully developed, or thorough; complete, entire.”

Slide 7. “When the written Word of God was completed, these kinds of prophecies and knowledge would be ‘set aside’ (καταργέω *katarieo*—rendered useless or unproductive by something else) and tongues would cease (παύω *pauo*). So, when the written Word of God was completed (τέλειος *teleios*), these kinds of prophecies and knowledge referred to in the passage would be “set aside” (καταργέω—rendered useless or unproductive by something else) and tongues would cease (παύω).”

Slide 8. “Thus, we believe sign gifts (e.g. tongues and prophecy) have ceased or been done away with for now, but that the other gifts are still in use by the Spirit who gives each believer one or more to be used in ministry.”

Slide 9. Ask volunteers to read 1 Corinthians 14:9, 19-20, and 40. After the passage is read out loud by one or more readers, ask,
* “Which gift(s) are better and why?” After answers are given, reaffirm answers with: * “Proclaiming truth/being understood is preferred over tongues which are not understood.”

Slide 10. “But how does one learn his/her gift(s)?” * “First, let’s define ‘spiritual gift’ based on what we’ve read in the gift’s passages: * an ability given by God to serve Him. * The spiritual gifts were given to meet the true needs of members of the Body of Christ, thus building up the body.” Allow time for discussion if needed.

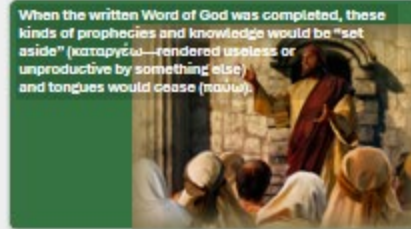
Slide 11. “How does one learn his/her gift(s)?”

* “**1. Inform** yourself about the gifts. Study the passages. Note what the gifts are and how they work.”

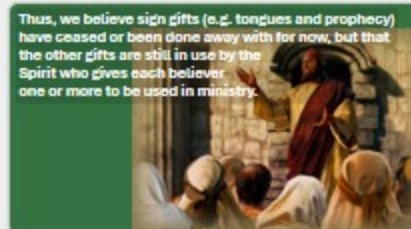
* “**2. Practice**—do the ministries associated with various particular gifts. Experiment with them. Try them all out and see how God works in and through you.”

Slide 12. “**3. Ask** questions of people around you (in the Body) to determine how they see God working through you.” Allow time for discussion, if necessary to understand these three steps to learning spiritual gifts.

7
★



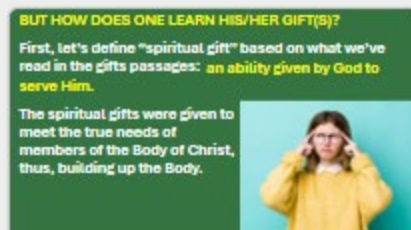
8
★



9
★



10
★



11
★



12
★



Slide 13. “Since a God-given spiritual gift enables us to minister more effectively, then the areas in which people see God using you or where you are having more fruit, are likely to be your areas of giftedness. Since spiritual gifts are given by God to serve Him and build up the Body, then most likely, the area or areas that are producing the most fruit are your area(s) of giftedness. **God is using you!**” *Allow time for discussion.* * “Remember, * inform, * practice, * ask.”

Slide 14. “Appendix pages 59-62 will help you and your classmates to follow the above plan. I encourage you to work through these pages over the next several weeks. Be sure to talk with someone about what you are learning and experiencing.”

Slide 15. “Two of the appendix pages give definitions of the gifts. Study them so you get to know what they are! Then practice them and ask others how they see God using you in their lives! All of us should know how God has gifted us and use those gifts to serve Him more effectively.”

Slide 16. *Challenge the class to memorize:*

1 Corinthians 13:3

“If I give away all I have, and if I deliver up my body to be burned, but have not love, I gain nothing.” (ESV)

13
★

Since a God-given spiritual gift enables us to minister more effectively, then the areas in which people see God using you or where you are having more fruit, are likely to be your areas of giftedness.

Remember . . .

1. Inform
2. Practice
3. Ask



14

Appendix pages 59-62 will help you follow the above plan. Work through these pages over the next several weeks. Be sure to talk with someone about what you are learning and experiencing.



15

Two of the appendix pages give definitions of the gifts. Study them so that you get to know what they are! Then practice them and ask others how they see God using you in their lives.



16

1 Corinthians 13:3



If I give away all I have, and if I deliver up my body to be burned, but have not love, I gain nothing.

Lesson 5—Worship!

Materials needed: Walk in Love Session 5 Worship! PowerPoint, Session 5—Worship! Worksheet

Objectives:

- To learn what worship truly is and what it is about.
- To understand that worship is commanded by God.
- To learn how to worship and seek to incorporate it into our lives.

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.

Slide 2. Lead the class in reviewing 1 Corinthians 13:3.

Slide 3. Introduce the topic. “Lesson 9 ‘The Joy of Fellowship’ in **The Way to Joy**, emphasized the importance of belonging to a Bible-believing church and attending regularly so one has a place to grow and serve. One main function of a local church is corporate worship, and most believers could probably tell you that.

Slide 4. “However, many of us do not worship well. Look at this quote by Donald Whitney” * “Modern man worships his work, * works at his play, * and plays at his worship.”

Slide 5. “But we are commanded to worship. Let’s have two different people read Deuteronomy 6:13 and Matthew 4:10.” *Listen.* * “So, whether out of duty or love, we need to worship well, and it should be an important part of our lives! * Listen as I read Psalm 95 and * write down some observations from this text.” *Practice during the week so you can read Psalm 95 well for the class as they listen, follow along, and write down observations. After the reading is finished, ask for observations, one at a time from tables. Allow for discussion as appropriate.*

Slide 6. “We naturally notice how the substance of a passage teaches us, but sometimes—especially in poetry like the Psalms—structure can teach us as well. The structure of Psalm 95 emphasizes the importance of worship along with the substance. * So, we’ll be looking at * **Structure**, * **Substance**, and then asking, * “**So?**”

1 ★

05
Worship!

2

1 Corinthians 13:3

If I give away all I have, and if I deliver up my body to be burned, but have not love, I gain nothing.

3 ★

Lesson 9 “The Joy of Fellowship” in *The Way to Joy*, emphasized the importance of belonging to a Bible-believing church and attending regularly so you have a place to grow and serve. One main function of a local church is corporate worship, and most believers could probably tell you that.

4 ★

However, many of us do not worship well.
“Modern man worships his work,
works at his play,
and plays at his worship.”¹

5 ★

But we are commanded to worship (Deut. 6:13; Matt. 4:10).
And whether it’s done out of duty or out of love, worship should be an important part of our lives.
Read Psalm 95.
What observations can you make from this text?

6 ★

We naturally notice how the substance of a passage teaches us, but sometimes—especially in poetry like the Psalms—structure can teach us as well. The structure of Psalm 95 emphasizes the importance of worship along with the substance.
So, we will look at Psalm 95’s
Structure ...
Substance ... and then ask ...
So?

O come, let us worship
and bow down: let us
mourn before the LORD
our maker.
—Psalm 95:6

Slide 7. “Look at the psalm again. What do you notice about its structure?” Give a few minutes to observe and jot down what they see. (You can click to show the rest of **Slide 7** where there are some hints (!), * but have the group read from their Bibles, if possible.) Then debrief, asking for just one observation on structure from each group.

Slide 8. After they have given some observations, share some of your observations. “In relation to structure, we notice at least 3 things:
 * 1. Three stanzas * (one with 2 lines and two with 10 lines), * 2. We see a 1-2, 1-2 structure, and * 3. We see 1-2-3 (twice!).”

Slide 9. “There are three **stanzas** in this poem— * one **short** one with two lines and two **long** stanzas, each with 10 lines. * The first stanza is a call to worship: * ‘Oh come!’ and ‘Let us come.’”

Slide 10. “Notice the physical participation requested in this call to worship: come . . .” Click slowly now as you talk. * (picture added)

Slide 11. “sing,”

Slide 12. “enter,”

Slide 13. “make a joyful noise,”

Slide 14. “worship,”

Slide 15. “bow down,”

Slide 16. “kneel. This shows the physicality of the worship God expects . . . come, sing, enter, make a joyful noise, worship, bow down, kneel—**this is not passive!**”

“Notice, also, the 3 ‘comes’ (verses 1, 2, and 6). The first ‘come’ is big and loud like you are yelling outside, ‘Hey, come on in, everybody!’ The next one is quieter, inviting us to come into God’s presence. In verse 6, it’s even quieter, reverent, asking us to bow down to worship.” (Feel free to develop this more and/or allow discussion.)

Slide 17. “The next two stanzas tell *why* we should come, each one beginning with ‘For.’ * . . . “For the LORD is a great God... and” * “For He is our God.”

Slide 18. “The structure is 1-2, 1-2. * Call/Reason— * There is a call to worship and then a reason is given. (For He is a great God.) * Then another **call** to **worship** and another reason given. (For He is **our** God.) * These go from general to specific.”

Slide 19. “In the first call to worship, the reason given to worship is that **God is great, He is the Creator**. Think of some songs/hymns we sing dealing with the idea that God is Creator.” *Give time for responses.*

Slide 20. “In the second call to worship, we are to worship because **we belong to Him, our Maker and our Shepherd**. Can we think of some songs we sing like this?” *(Again, encourage and allow time for responses.)*

Slide 21. “Now let’s look at the third structural pattern evident in this psalm: 1-2-3, which happens twice! We already referred to one—but what we didn’t say is that there are * three different words for ‘come’, showing progress. * In verse 1, we have ‘Let’s go . . . **Come on!** * In verse 2, it’s ‘Let’s approach . . .’ * and in verse 6, ‘Let’s enter into His presence.’ There is a progression coming to and into the temple and a progression of starting big and quieting down as we approach God.”


Slide 22. “The very words the psalmist uses show three different positions of worship. * The first word, ‘worship,’ means to prostrate yourselves. * The second word, translated into English as ‘bow down,’ means just that. * The third word in English is ‘kneel.’ One would almost expect these to be in the opposite order, but what appears to be emphasized here is that we are to come in to worship God prostrating ourselves to a holy God. Then we come up, bowing down to one who is revered, and finally kneel with faces up to listen to what He has to say (which fits with the end of verse 7, ‘Today, if you will hear His voice ...’).”

Slide 23. “Let’s switch gears to **Substance**. As relates to substance, notice three things: * **Procession**, * **Prostrate**, * **Proclaim**. As we move through this psalm, we see that there is a clear procession from outside (and even from far away in accordance with the Psalms of Ascent—120-134) to the Temple and even into the presence of God.

17
★


The next two stanzas tell *why* we should come, each one beginning with “For”.

“For the LORD is a great God . . .” and

“For He is our God.”


18
★


1-2 1-2 Call/Reason—

There is a call to worship and then a reason is given. Then another call to worship and another reason given. These go from general to specific.


19
★

1-2 1-2 Call/Reason—


In the first call to worship, the reason given to worship is that God is great, He is the Creator.

Think of some songs/hymns we sing dealing with the idea that God is Creator.


20
★

1-2 1-2 Call/Reason—

In the second, we are to worship because we belong to Him, our Maker, and our Shepherd.

Can we come up with Songs like this?



21
★

1 — 2 — 3 (Twice!)

3 Different Words, Showing Progress

v. 1 Let’s go... (Come on!)

v. 2 Let’s approach...


v. 6 Let’s enter...


22
★

3 Different Positions, Showing Worship

1.

2.


3.


23
★

As Relates to Substance, notice three things.

1. Procession

2. Prostrate

3. Proclaim


We might do well to try to incorporate this concept of procession into our worship somehow. Any ideas?” *Allow time for responses.*

“Next, we see that we are to prostrate ourselves—something we don’t do in our normal services, but we should at least prostrate our hearts before Him.”

“Then, there is a proclamation—after clear, submissive worship there should be a time of proclamation as starts in verse 7 of this psalm.”

Slide 24. “Now we move on to the ‘So?’ part of the lesson. We’ve learned a lot about worship . . . so how should that affect us today? In at least three ways:

*A. “We should put as much emphasis on our **worship** as on the **message**. Do we do that in our church?” (*Allow for response.*) “Do you and I get excited about worship and say, ‘Come on, let’s go worship God?’”

*B. “We should start **big** and **calm** down to hear God’s message. There appears to be a pattern here of enjoying big, loud, awe-inspiring worship which calms down and lifts up humble voices to Him before we hear from God’s Word.”

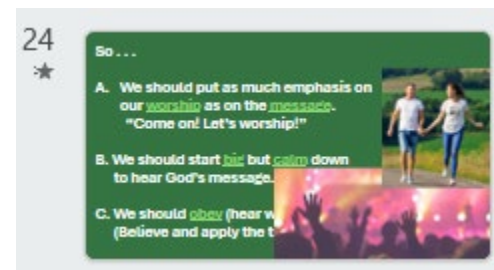
*C. “We should **obey**. The word in verse 7 means to ‘hear with the intent to obey.’ We should believe and apply the truths we hear. This psalm is quoted in Hebrews 3:7-11. The writer of Hebrews then says in verse 12 and 13, ‘Take care, brothers, lest there be in any of you an evil, unbelieving heart, leading you to fall away from the living God. But exhort one another every day, as long as it is called “today,” that none of you may be hardened by the deceitfulness of sin.’ He believed that we see the people in the wilderness as a bad example. Instead of ‘hearing’ and not obeying, the psalmist would have us come in and worship God and then hear with the intent to obey.”

Allow for discussion and prayer.

Slide 25. *Close with a challenge to memorize:*

1 Corinthians 13:4-5

“Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful.”



Lesson 6—Relationships!

Materials needed: Walk in Love Session 6 Relationships! Power Point, Session 6—Relationships! Worksheet

Objectives:

- To know that God intends for us as church members to have several types of relationships as church members.
- To feel the importance of maintaining those relationships in a good, loving manner.
- To determine to build better relationships and take steps to do so.

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.

Slide 2. Lead the class in reviewing 1 Corinthians 13:4-5.

Slide 3. “Think back over your life and reflect * on the most ‘unique’ relationship you’ve ever had, ‘unique’ being the operative word. * Maybe it was a romantic relationship, maybe not, maybe it was with a parent or family member, a schoolmate or teacher. * Anyone who would like to share with your table group should do so.”

Slide 4. “Read Hebrews 13 at your tables and make observations about the types of relationships mentioned in the passage and what those relationships should be like for us as Bible-believing church members.” Allow 4-5 minutes and then . . .

Slide 5. . . . ask the groups to put their work on their flip charts as a T-Chart of the types of relationships and what they should be like for us. Here are possible ideas:

Types of Relationships

Christian brothers and sisters
Strangers
Prisoners
Mistreated
Marriage partners
Money

What they should be like

Love them! (Remember, “Love one another?”)
Show hospitality
“Remember” them (visit?)
“Remember” mistreated
In honor/bed undefiled
Don’t love it! Be content with what you have.

1
★

2

3
★

4

5

The Lord
Leaders

Strange teachings (teachers)
Praise/worship God
Doing good
Followers

Depend on Him.
Consider their situation (give?)/Imitate their faith
Obey/Submit to them/Pray for them. (v. 18)
Stay away/Don't be led astray.
Through Jesus offering sacrifice of praise
Don't neglect it! (or those who need help)
Lead with joy, not groaning

Slide 6. “What practical steps might you need to take to better your relationships with leaders and others in the church?” *Allow time for several suggestions and interaction around the topic. If you have a whiteboard, you could list them as they are given.*

Slide 7. “Now, let’s do the same exercise we just did with 1 Timothy 2.” *Here are possible answers:*

Types of Relationships	What are they to be like?
All people (including gov’t leaders) Unbelievers	Pray for and thank God for them! God desires to see them saved— So, what do we do?
Men	Pray, don’t quarrel.
Women	Be modest/Learn quietly/be submissive.

Slide 8. “Let’s put together another possible list of practical steps we can take to build these kinds of relationships.”

Slide 9. “Something that we may not do all the time but that is healthy to do sometimes is to contemplate individually and even pray about what God might be wanting us to do. Right now, let’s quietly consider what we might do in response to this week’s lesson.” *Be patient. Let the silence hang and the Spirit work.*

Then, close the quiet time with a simple prayer asking God to work, doing what the participants have been asking for the last few minutes.

Slide 10. *Remind the class to keep memorizing!*

1 Corinthians 13:6 “It does not rejoice at wrongdoing but rejoices with the truth.” (ESV)

6

What practical steps might you need to take to better your relationships with leaders and others in the church?

- 1.
- 2.
- 3.
- 4.



7

Now read and ask the same questions about 1 Timothy 2.

Types of Relationships

What are they to be like?



8

What practical steps might you need to take to better your relationships with leaders and others in the church?

- 1.
- 2.
- 3.
- 4.



9

Pray about a relationship you have with a non-believer and look for "open doors" to share the Gospel with them.



10

1 Corinthians 13:6



It does not rejoice at wrongdoing but rejoices with the truth.

Lesson 7—Reaching!

Materials needed: Walk in Love Session 7 Reaching!

PowerPoint, Session 7—Reaching! Worksheet

Objectives:

- To learn about the Antioch church—how it got started and about their character, motives, and actions.
- To apply God’s Word to lives by seeking to become like the Antioch church and their leaders.
- To brainstorm and take practical steps toward being an Antioch type of church.

As always, study the passage well before you go to class. There is a lot in this passage. Discover it for yourself and don’t just take the notes you are given here to the students. Make it your own.

Slide 1. Greet as many as you can personally. Pause the music during prayer time.

Slide 2. Lead the class in reviewing 1 Corinthians 13:6.

Slide 3. Read the top of the slide to introduce the Antioch church as a model evangelistic, mission-minded church. * Have one or more people read Acts 11:19-30 and 13:1-4.

Slide 4. “When Barnabas arrived in Antioch, what did he see in the people.” Allow for answers and commend people for what they observed.

Slide 5. Reiterate what Barnabas saw with a short lecture about what he saw— **grace**, * **growth** (numerical and spiritual), and * **generosity**. Note that these three words are a different color on the screen and are to be filled in on the worksheet. * Ask how your church is doing in these areas and allow for feedback and discussion. Then . . .

Slide 6. “What other observations can we make about the church and its leadership? Again, allow time for responses and interaction. Affirm answers and then share the following observations as well. Listen well so that if someone has made one or more of the same observations you


1★

07

Reaching!

2


1 Corinthians 13:6



It does not rejoice in wrongdoing but rejoices with the truth.

3★


If the Antioch church in Acts 11-13 was a model evangelistic, mission-oriented church (and it was!), and if our church seems to be like or imitate that church, then it would help to know what the people were like in the Antioch church. So let's look at the church and its people.



Read Acts 11:19-30 & 13:1-4.

4

When Barnabas arrived in Antioch, what did he see in the people?




5★

1. The **grace** of God was clearly seen in their lives (Acts 11:22); God had saved them gloriously—and Barnabas recognized it!

2. They experienced **growth**—numerical (Acts 11:21, 26, 28) and spiritual (v. 26—their conduct had changed).

3. They were **generous** (Acts 11:29-30)



How is our church doing in these areas?

6

What other observations can we make about the church and its leadership?



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will share here, you can say things like, “As Bill shared, the leadership was bold in sharing the gospel. They were also innovative—we see that they shared with non-Jews when no one else was doing that!”

Slide 7. “They **understood** and **obeyed** Jesus’ command even when others didn’t. * They were telling non-Jews about Jesus—obeying the Great Commission (!)—even when no one else would.”

Slide 8. “They were **bold, innovative** (see # 1), and gave of their best (13:4). * They gave Barnabas and Saul to God to be missionaries when God asked for them.

Again, the words to be filled in on the worksheet are a different color. (**understood, obeyed, bold, innovative, cosmopolitan**—‘having wide international sophistication, worldly. composed of persons, constituents, or elements from all or many parts of the world’—responsible) Spend some time drawing out the importance of these characteristics of the Antioch leadership.

Slide 9. “They were **cosmopolitan**—look at the leaders listed in 13:1: * Simeon was black, * Lucius was from Northern Africa (an Arab?), * Manaen was Jewish royalty, * Saul was an intellectual Pharisee who had trained under the best (Gamaliel), * and Barnabas was just a normal ‘Joe’ (that was his name—Joseph). He wasn’t an apostle or even a deacon in the Jerusalem church, but he served willingly and ‘was a good man, full of the Holy Spirit and of faith.’ What a different group of guys!”


Slide 10. “The leadership was also **responsible**. * When God asked for two of the five pastors, they responded positively and without hesitation.”

Slide 11. “How are we doing? Are we like the Antioch church? * They * understood and obeyed Jesus’ command to make disciples. * They were bold, innovative and gave of their best. * They were cosmopolitan. * They were responsible.”

Slide 12. “How can we improve? What should we do? What practical steps might we take to become more like the church of Antioch?” Allow time for good interaction here. Either have table groups list their ideas on flip charts and then debrief them or list the ideas on a whiteboard as they are given. Encourage interaction about the ideas that are shared.

7
★


1. They **understood** and **obeyed** Jesus’ command even when others didn’t.



They were telling non-Jews about Jesus—obeying the Great Commission(!)—when no one else would. (Acts 11:19-20)

8
★

2. They were **bold, innovative** (see # 1), and **gave of their best** (13:4).




They gave Barnabas and Saul to God to be missionaries when God asked for them.

9
★


3. They were **cosmopolitan**—look at the leaders listed in 13:1:

- a. Simeon was black,
- b. Lucius was from Northern Africa (an Arab?),
- c. Manaen was Jewish royalty,
- d. Saul was an intellectual Pharisee who had trained under the best (Gamaliel).
- e. Barnabas was just a normal “Joe” (that was his name). He wasn’t an apostle or even a deacon, but he served willingly and “was a good man, full of the Holy Spirit and of faith” (11:24).



10
★

4. The leadership was also **responsible**.




When God asked for two of the five pastors, they responded positively and without hesitation. (13:2).

11
★

How are we doing? Are we like the Antioch church?

They ...

- ... **understood** and **obeyed** Jesus’ command.
- ... were **bold, innovative** and **gave of their best**
- ... were **cosmopolitan**.
- ... were **responsible**.



You may want to look at these ideas as a group after your class has shared some of their own ideas.

- * “Being aware...of people around us with whom we could share.”
- * “Pray for opportunities and courage to speak up.”
- * “Engage w/people. When I get on a plane and sit down, if I don’t speak up right away and ask my seat mate a question, I won’t do it later. He/she will be sleeping or scrolling, and I won’t want to ‘interrupt.’ See people and engage!”
- * “Have some ‘first-liners’ ready. For example, ‘Isn’t this a beautiful day God gave us today?’ instead of something less God-centered. Can you think of other ideas?”

Allow for interaction.

- * “Having questions you can ask. For example, on a plane I might ask, ‘Are you headed home or headed out?’ That can get me started. What are some other ideas either for on a plane or in other situations?” *Allow for interaction.*
- * “Show appreciation which can open opportunities to talk more.”
- * “Be sensitive to new people at church. Be sure to greet them and invite them for dinner.”
- * “Accountability partners. If you really want to take this concept seriously about pursuing people for the gospel, get an accountability partner who will ask you if you talked with your neighbor or called your family member, etc.”

Encourage discussion as these ideas are shared.

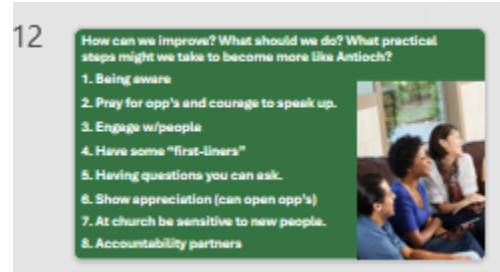
Slide 13. “Remember, the Antioch church grew numerically and spiritually. Sometimes numerical growth is played down as something about which we shouldn’t be concerned. These people saw both types of growth as they boldly shared with others. * We should be, too.”

Close with a time of prayer during which people ask God fervently to help your church be an Antioch church.

Slide 14. Challenge the class to **keep memorizing**.

1 Corinthians 13:7-8a

“Love bears all things, believes all things, hopes all things, endures all things. Love never ends.” (ESV)



Lesson 8—One Another!

Materials needed: Walk in Love Session 8 One Another!
Power Point, Session 8—One Another! Worksheet

Objectives:

- To know that Jesus commanded us—He wants us—to love one another.
- To understand that, about one third of the “one another” commands, are about loving.
- To feel the importance of loving the Body—corporately and individually.
- To do it! To put loving one another into practice by examining the “one anothers,” evaluating which ones we are doing or not doing, which ones are easiest and most difficult, and taking steps toward loving one another.

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.

Slide 2. Lead the class in reviewing 1 Corinthians 13:7-8a.

Slide 3. Explain that Jesus commanded His disciples to love one another in John 15:12. Have the class read that verse in unison. Finish reading the slide, pointing out that the other “one anothers” come out of this first one. * Do a Reader’s Theater of John 13:1-35. You will need a narrator, Jesus, Peter, and John. The file for this Reader’s Theater is on pages 29 & 30. You will need a copy for each reader.

Slide 4. “How did Jesus demonstrate love before He gave the commandment to love?” Allow time for answers. * “How did He demonstrate His love in an even greater way just a few hours later?” * What are practical ways you can demonstrate the kind of love Jesus is talking about . . . to the body? . . . to unbelievers?” You may want to have the table groups answer the questions around the table and then report/debrief (preferred). Whether you do that or just answer them as a large group, be sure you allow time for good interaction and discussion.

1


08

One Another!

Part 1

2

1 Corinthians 13:7-8a




Love bears all things, believes all things, hopes all things, endures all things. Love never ends.

3

Read John 15:12. Jesus’ “one another” command occurs first (chronologically). Every other “one another” command in the rest of the NT is the work of the apostles to explain *how* we obey this overarching command. The primary command, therefore, is that we *imitate* Christ in loving one another.

Read John 13:1-35




4

How did Jesus demonstrate *love* before He gave the commandment to *love*?


How did He demonstrate His *love* in an even greater way just a few hours later?

What are practical ways you can demonstrate the kind of *love* Jesus is talking about...to the body? ...to unbelievers?



5

Approximately one third of the “one another” commands are about loving. Look at the list of “one another” commands, and pick several that explicitly say to love one another or seem to contribute to loving. Talk about them and then ask God to help you “one another” people around you by loving them.



6

Mark 9:50	Galatians 5:13	1 Thessalonians 5:15
John 13:14	Galatians 6:2	Hebrews 2:13
John 13:34, 35; 15:12; 15:17	Ephesians 4:2; Col 3:13	Hebrews 10:24
Romans 12:10; 15:19, 25	Ephesians 4:25	Hebrews 10:25
Romans 14:13	Ephesians 1:22	James 4:15; 5:20
Romans 15:7	Ephesians 2:48	James 5:16
Romans 15:16; 1 Peter 2:14	Ephesians 2:21	1 Peter 1:22
1 Corinthians 7:5	Colossians 2:3	1 Peter 4:3
1 Corinthians 13:33	Colossians 2:98	1 Peter 4:9
1 Corinthians 12:30	1 Thessalonians 2:12	1 Peter 4:10
1 Cor 16:20; 2 Cor 13:12	1 Thessalonians 4:5	1 Peter 5:5
2 Corinthians 13:12	1 Thes 4:10; 5:11	1 J 2:11, 202-4:7, 2 J 1:5

Slide 5. “Approximately one third of the ‘one another’ commands are really about loving. Look at the list of one another commands on your worksheet and pick several that explicitly say to love one another or seem to contribute to loving. Talk about them and then ask God to help you ‘one another’ people around you by loving them.”

Slide 6 can be displayed to demonstrate how many “one anothers” there are in the Bible, but the class will go back to the list to do the activities described on the worksheet and on **Slides 7 to 12.**

Slide 7. “Here are some orientations for your interaction during the lesson content:”

Slide 8. “**Observe** the commands, looking for common themes that you see and which are repeated. Anything repeated two or more times in the Bible has significance.”

Slide 9. “**Interpret** how the commands fall under the heading of Jn 15:12. How are the other commands (not spoken by Jesus) an effort to explain ‘how to obey’ Jesus’ Command? What do the ‘one another’ commands show us about the way Jesus loves the church? How did Jesus exemplify ‘one another’ love?” *As participants think through the four questions, they can write on their worksheets.*

Slide 10. “**Apply:** How must we obey? * Which ‘one another’ command is most natural for you? * Which ‘one another’ command is most difficult?” *If in a large group, this part of the class (including the next two slides) should be done by table groups to allow people to share more intimately and interact more appropriately.*

Slide 11. “Which ‘one another’ command is most like the way that Jesus loved us? * Which ‘one another’ command would make the most change in our local church?”

Slide 12. “Which ‘one another’ command would you like me to check with you about next week?”

Slide 13. *Debrief as time permits and close with quoting the memory verse for this session.* John 15:12. “This is my commandment, that you love one another as I have loved you.” (ESV)

*Let the class know that Part 2 of “One Anothers” is coming next week which will bring to a close the **Walk in Love** sessions.*

7 Here are some orientations for your interaction during the lesson content: 

8 **Observe:** The full list of “one another” commands.
* What are some common themes that you observe?
* Which commands are repeated? 

9 **Interpret:** How the commands fall under the heading of Jn 15:12
* How are the other commands (not spoken by Jesus) an effort to explain “how to obey” Jesus’ Command?
* What do the “one another” commands show us about the way Jesus loves the church?
* How did Jesus exemplify “one another” love? 

10 ★ **Apply:** How must we obey?
* Which “one another” command is most natural?
* Which “one another” command is most difficult? 

11 ★ **Apply:** How must we obey?
* Which “one another” command is most like the way that Jesus loved us? (Jn 15:12)
* Which “one another” command would make the most change in our local church? 

12 **Apply:** How must we obey?
* Which “one another” command would you like me to check with you about next week? 

13 **Corinthians 13:8**

Love does not end. As for prophecies, they will pass away; as for tongues, they will cease; as for knowledge, it will pass away.

Reader's Theater of John 13:1-35

Readers: Narrator, Jesus, Peter, John

Narrator: Before the Passover celebration, Jesus knew that his hour had come to leave this world and return to his Father. He had loved his disciples during his ministry on earth, and now he loved them to the very end. It was time for supper, and the devil had already prompted Judas, son of Simon Iscariot, to betray Jesus. Jesus knew that the Father had given him authority over everything and that he had come from God and would return to God. So, he got up from the table, took off his robe, wrapped a towel around his waist, and poured water into a basin. Then he began to wash the disciples' feet, drying them with the towel he had around him. When Jesus came to Simon Peter, Peter said to him,

Peter: Lord, are you going to wash my feet?

Jesus: You don't understand now what I am doing, but someday you will.

Peter: No, you will never ever wash my feet!

Jesus: Unless I wash you, you won't belong to me.

Peter: Then wash my hands and head as well, Lord, not just my feet!

Jesus: A person who has bathed all over does not need to wash, except for the feet, to be entirely clean. And you disciples are clean, but not all of you.

Narrator: For Jesus knew who would betray him. That is what he meant when he said, "Not all of you are clean." After washing their feet, he put on his robe again and sat down and asked,

Jesus: Do you understand what I was doing? You call me 'Teacher' and 'Lord,' and you are right, because that's what I am. And since I, your Lord and Teacher, have washed your feet, you ought to wash each other's feet. I have given you an example to follow. Do as I have done to you. I tell you the truth, slaves are not greater than their master. Nor is the messenger more important than the one who sends the message. Now that you know these things, God will bless you for doing them.

I am not saying these things to all of you; I know the ones I have chosen. But this fulfills the Scripture that says, 'The one who eats my food has turned against me. 'I tell you this beforehand, so that when it happens you will believe that I AM the Messiah. I tell you the truth, anyone who welcomes my messenger is welcoming me, and anyone who welcomes me is welcoming the Father who sent me.

Narrator: Now Jesus was deeply troubled, and he exclaimed,

Jesus: I tell you the truth, one of you will betray me!

Narrator: The disciples looked at each other, wondering whom he could mean. The disciple Jesus loved was sitting next to Jesus at the table. Simon Peter motioned to him to ask, "Who's he talking about?" So that disciple leaned over to Jesus and asked,

John: Lord, who is it?

Jesus: It is the one to whom I give the bread I dip in the bowl.

Narrator: And when he had dipped it, he gave it to Judas, son of Simon Iscariot. When Judas had eaten the bread, Satan entered into him. Then Jesus told him,

Jesus: Hurry and do what you're going to do.

Narrator: None of the others at the table knew what Jesus meant. Since Judas was their treasurer, some thought Jesus was telling him to go and pay for the food or to give some money to the poor. So, Judas left at once, going out into the night. As soon as Judas left the room, Jesus said,

Jesus: The time has come for the Son of Man to enter into his glory, and God will be glorified because of him. And since God receives glory because of the Son, he will give his own glory to the Son, and he will do so at once. Dear children, I will be with you only a little longer. And as I told the Jewish leaders, you will search for me, but you can't come where I am going. So now I am giving you a new commandment: **Love each other**. Just as I have loved you, you should love each other. Your love for one another will prove to the world that you are my disciples.

Lesson 9—One Another! (Part 2)

Materials needed: Walk in Love Session 9 One Another!
Power Point, Session 9—One Another! Worksheet

Objectives:

- To observe love demonstrated (and not so much!) in the Early Church.
- To know that another third of the “one anothers” deal with unity and about one sixth deal with humility.
- To feel the importance of loving people within and outside of the church.
- To do it! By asking ourselves how we will show love to others this week.

Slide 1. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.

Slide 2. Lead the class in reviewing John 15:12.

Slide 3. “Today we will continue to look at “one anothers” found in the New Testament. We will start by looking at an event from the Early Church... * Acts 4:32-5:11.” Either read the passage or have someone who is comfortable reading in public do so.

Slide 4. “At your flip charts, make a T chart on the main characters of the story. * You will list positive and negative observations you make about Barnabas, Ananias, and Sapphira. Debrief the charts, asking each table to share one observation. This allows for several table groups to share.

Slide 5. “Was Barnabas practicing the ‘love one another’ command? * How did he demonstrate love?” Listen to people’s input on the questions there (which are also on the worksheet). People can make notes on their sheets based on the interaction.

Slide 6. “Were Ananias and Sapphira practicing the ‘love one another’ command? * Why or why not?” This might be effective if done in small groups and then reported to the larger group.

1 ★

09

One Another!
Part 2

2

John 15:12



This is my commandment, that you love one another as I have loved you.

3 ★

Today we will continue to look at the “one anothers” found in the New Testament. We will start by looking at an event from the early church in which we may see some obeying the one another command(s).

Read
Acts 4:32-5:11



4 ★

Make a T-chart and list positive or negative observations you may find about the main characters in the story.

Positive +	Negative -
Barnabas	
Ananias	
Sapphira	



5 ★

Was Barnabas practicing the “love one another” command?

How did he demonstrate love?



6 ★

Were Ananias and Sapphira practicing the “love one another” command?

Why or why not?



Slide 7. “Here is that list of ‘one anothers’ we began to look at last week. We will be looking at a couple of major themes developed in the ‘one anothers’ again.”

Slide 8. “About one third of the list deal with **unity**. Look over the list and pick out the ones you think contribute to **unity**. Look up some of the verses together.” * “Ask God to help you “one another” people around you and thus build **unity**. Let’s stop and have a short time of prayer to that end.”

Slide 9. “About one sixth of the verses on the list deal with humility. * Can you find the verses that you think fit this category? Let’s read them together.” * *Challenge the class to pick one or more “one anothers” they want to put into practice this week.*

Slide 10. “Obviously, the ‘one anothers’ have to do with the church. * But God wants us to love people outside the church as well. * How will you show love to unbelievers this week?” *Challenge the class to practice “one anothers” this week and to show love to unbelievers this week.*

Slide 11. *Give a short amount of time for quiet reflection during which class members can contemplate how they might do that. Encourage them to write ideas on their papers. Give participants opportunity to share with their table group what they think they might do **this week** to “one another” and to show love to unbelievers. Have them pray for one another regarding their goals before they leave.*

Slide 12. *This week’s Memory Verse: 1 John 3:18 “Little children, let us not love in word or talk but in deed and in truth.” (ESV)*

*If you are moving on to **Walk in Light**, let the class know that and encourage them to come and learn how they can be discerners.*

7

8
★

About one third of the “one another” commands deal with **unity**. Look at the list of “one another” commands and pick several that you think contribute to **unity**.

Ask God to help you “one another” people around you and thus build **unity**.

9
★

About 15% of the “one-anothers” deal with **humility**.

Can you find them by looking at the list?

Can you put some of them into practice this week?

10
★

Obviously, the “one anothers” have to do with the church. But God wants us to love people outside the church as well.

How will you show love to unbelievers this week?

11

Little children, let us not love in word or talk but in deed and in truth.

1 John 3:18

12

1 John 3:18

Little children, let us not love in word or talk but in deed and in truth.